

Poster Lansdowne, Ben Bachmair 14Sept 14

Students' re-interpretation of war and peace

Workshop Animals In War

**Lansdowne School, London, Lambeth
School for Special Educational Needs (SEN)**

Participants: 9 students, teacher, 2 teaching assistants, IOE-facilitator

Students are 12 to 13 years old. Age is Key Stage 3, they learn on Key Stage1/2.

Main sequences of the journey over 5 weeks:

- Personal **theory** about war and writing a story (**doing**) (1. narration): *My favourite animal* (4 session).
- One day excursion (**exploring**) to *working horses* at the *Changing of the Guard* and *The Household Cavalry Museum*, in Whitehall; Vulnerable animals at the Animals in war Memorial
- Report (2. narration) about excursion (2 sessions).
- **Reflection** and planning with peer assessment and student-led collaborative learning (2 sessions)
- Public presentation of workshop and outcomes in school (3rd narration) (2 sessions)

Educational framework with the overall objectives of the workshop

- Lev Vygotsky: learning as personal development which has to be supported by teaching in the learners' developmental perspective: *Zone of Proximal Development (ZPD)* and *Scaffolding*.
- In the learners' developmental perspective, the workshop tried to open learning from everyday life, as well as mobile devices and Internet - especially in their function to transgress institutional boundaries and facilitate the option to generate contexts.

Jermaine's personal work space Jermaine listens music video with dancers or a video with a woman, who gives birth, music video with monkeys.



The tiger (Panther) Tiger
is the largest cat species.
Reaching a total body
length of up to 3m.
(including over curves and
weighting up to 385 kg)
C8715 is the
World Wild

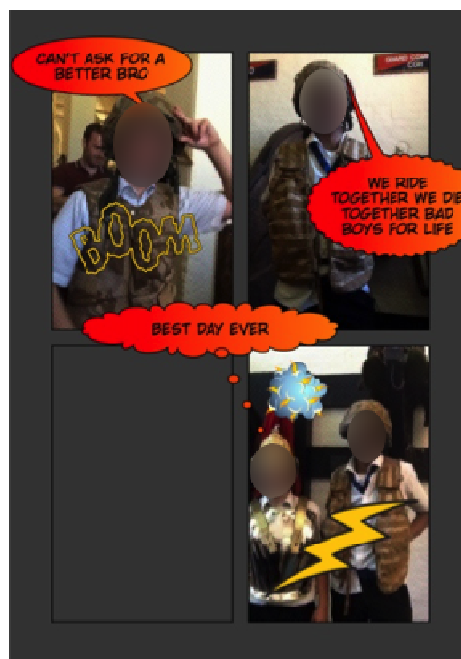
One day time
Here a tiger
came to the
top of the hill
and he looked
around to see
all the people
On the little
over until he
came across to
people that was
his life from the

People there was going to kill them
because they were not good
move the to kill them until he see
100 man coming to set the man
the cats runs away they run after
he and eat and kill him
And the to eat man's Well
they got the everyone dies the end
The men happy it is dead

Jermaine searches for his own graphic tools to write his story about animals in war in addition to his handwritten story in his exercise book. He used the app Halftone 2 for his comic strip.



Jermaine writes his report about the excursion to Horse Guard's Parade and Animals in war Memorial.



Media devices used:

3 tablets, PC with printer, mobile of the teacher, which was also used by students, electronic whiteboard

Scenarios with relevance to mobile devices (based on mobile devices)

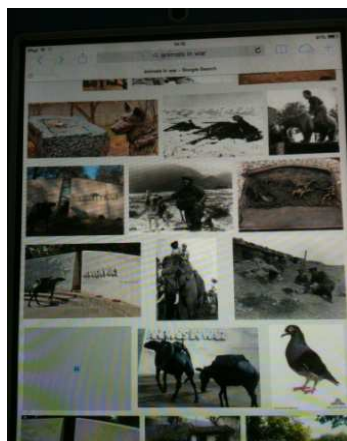
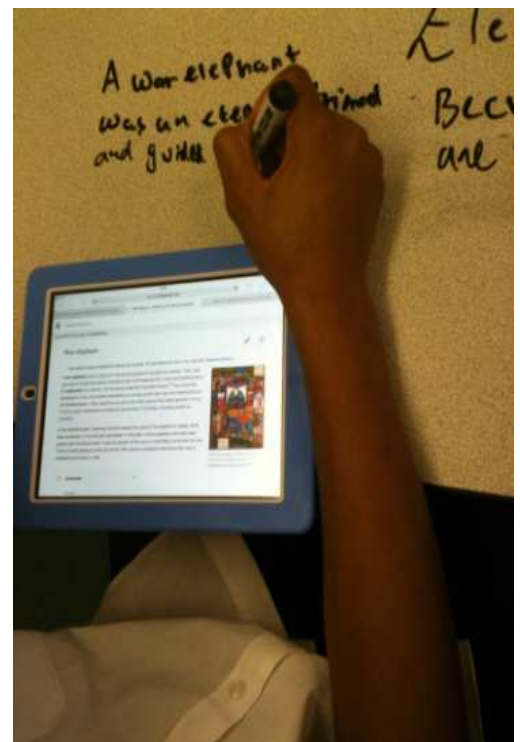
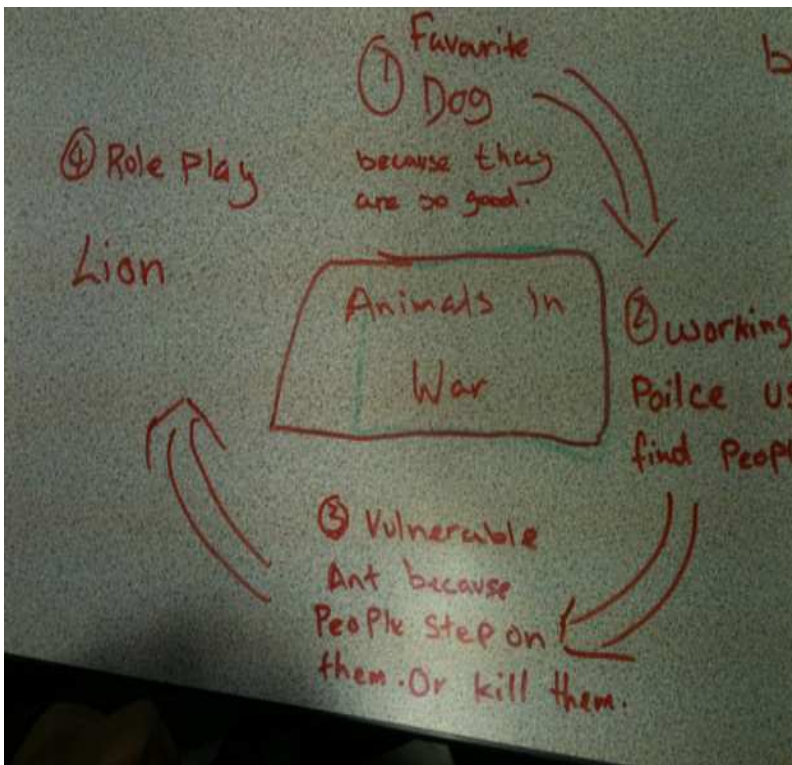
Scenario: photos of results of reflection (described Wednesday 25 June)

Scenario: textbook diary with tablet photos (described Wednesday 25 June); Thursday, 26 June¹⁴: in Science, Daniel takes photos for diary

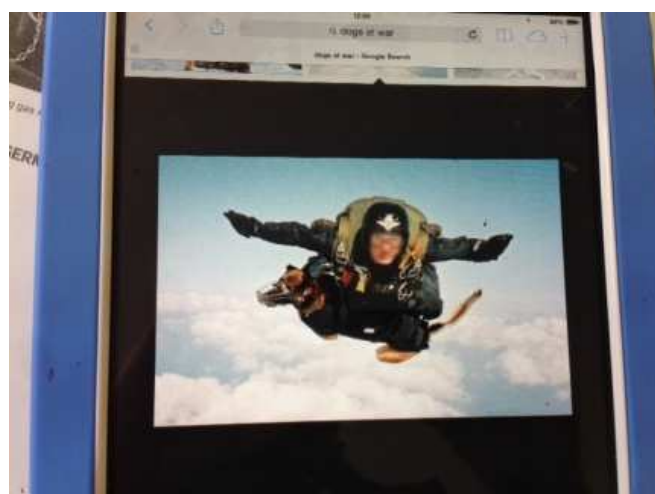
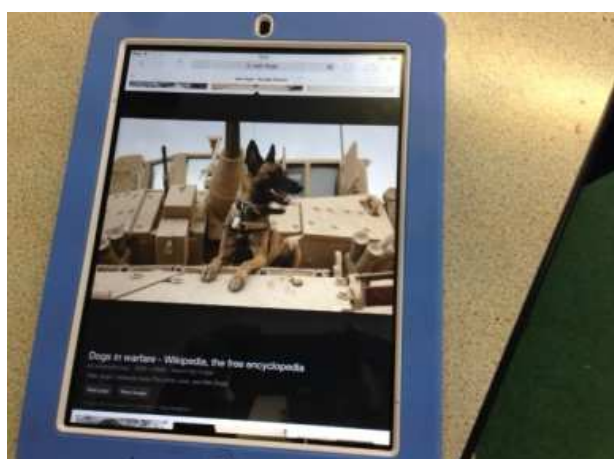
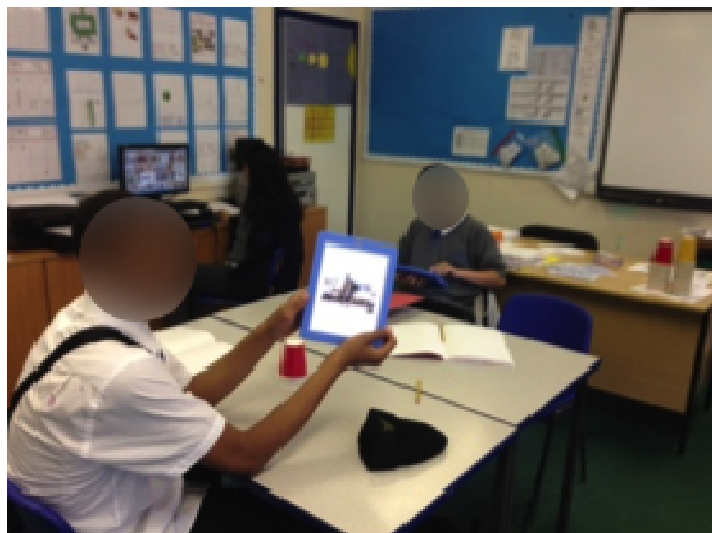
Scenario: Verbalization in groups with tablets + writing, Thursday, 26 June14

Example

Personal theory about war and writing a story (1. narration):
My favourite animal (4 session). Students checked Internet and other media sources (TV documentary) which led to a hand written story with images of the internet.



Scenario: image from internet for story writing, Friday, 27 June



**Scenario: Student generated workplace, Jermaine
Wednesday 2 July 2014**

**Scenario: teacher's mobile for generating workspace
Dev...+ Rhod... -7NM**

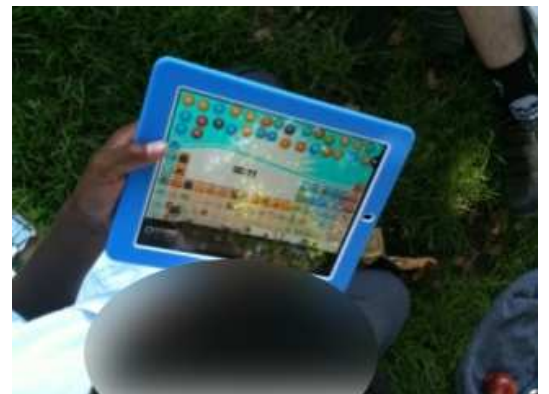
Scenario: investigation of sites: Horse Guard Parade, cavalry museum, memorial.

Mobile devices on the excursion to Animals in War Memorial in Hyde Park, and Horse Guard's Parade (see report, part 3, 7th session).

Picnic at Animals in War Memorial



During the picnic some students played digital games on tablets (photos below of a member of the teacher's team). They widen the relaxing part the school event by playing in the manner of their everyday life.

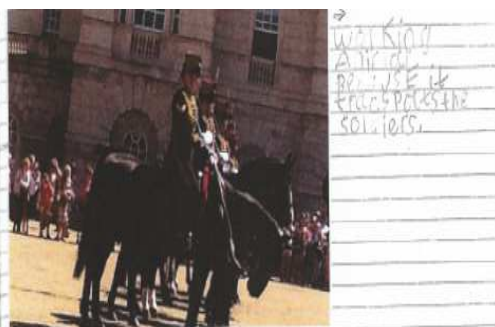
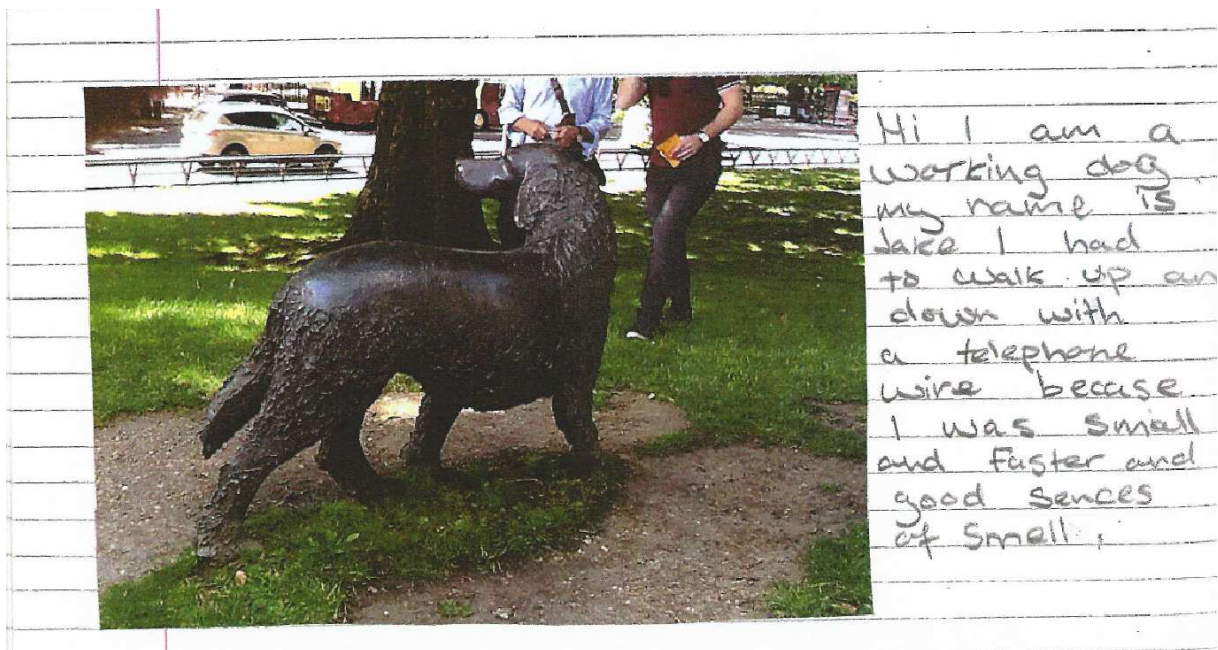


After the picnic students and teachers investigated the memorial, worked cooperatively in their exercise book, and met for a common discussion.

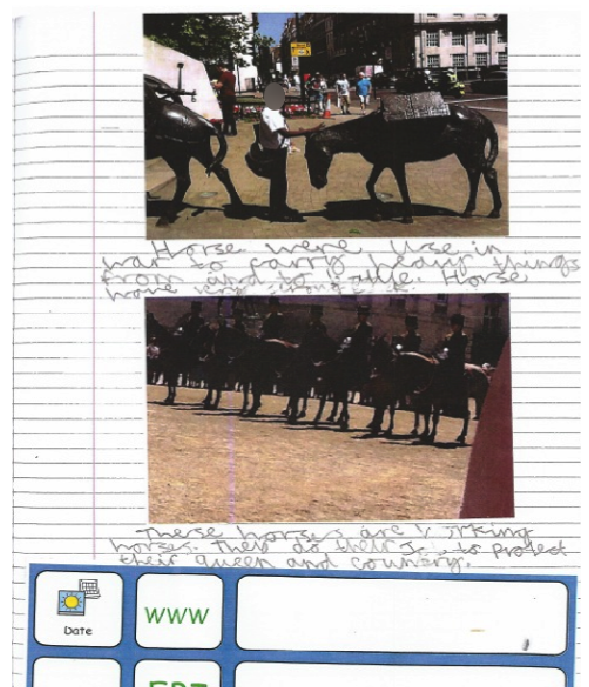


Context awareness: Interrelation of animals at different sites of the excursion (context awareness)

In their diaries students compare horses at the Horse Guard's parade and horses as sculptures at the Animal in War Memorial.



Working Animal because it carries the soldiers and goes all day.



Re-interpretation of war: empathy for a vulnerable animal

Comments to the following photos of a horse at the Animals in War Memorial in the excursion diaries (2. narration) indicate that students developed empathy for the vulnerable animal.

... "this is a horse carrying an object. Toby was stroking ... stake."

A very similar photo describes the horse as "vulnerable". "This animal was a vulnerable animal because you can see in the horse face that it was struggle, to carry that heavy weight in it bock."



This animals was a vulnerabl
animals because you can see
in the horse face that it was
struggle, to carry that heavy
weight on it back.